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ABSTRACT

This booklet contains model lessons developed to familiarize students with the features of CD-ROM encyclopedias and to serve as a springboard for collaboration between media coordinators and classroom teachers. The lessons focus on integrating the skills needed to access information from electronic encyclopedias into social studies, language arts, and science using CD-ROM resources such as Comptons's Multimedia Encyclopedia, Grolier MultiMedia Encyclopedia, and Information Finder. The lessons include worksheets that provide a structure for observing, collecting, and reporting information. The first section of the publication contains Picture Search and Picture Explorer activities for grade 1-3 built around themes of animals and travel. The second section contains seven sets of activities for grades 4-8, with each set developed around a single theme, including whales, animals, explorers, discoveries, North Carolina, the world, and the United States. Each set in this section includes: (1) a topic page providing a lesson overview, a list of competency objectives, and suggestions for enriching the activities; (2) a teacher's page describing search path options and follow-up activities; and (3) student worksheets. (KRN)

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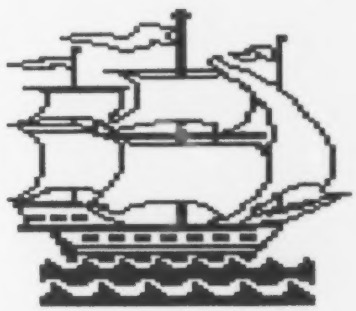
Classroom/Media Connection: Accessing Skills with CD-ROM Encyclopedias



Computer Services
Media and Technology Support Team
North Carolina Department of Public Instruction

Bob Etheridge, State Superintendent
Raleigh, North Carolina

July 1993

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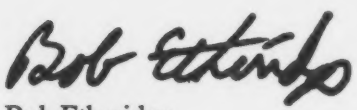
FOREWORD

In the technology-filled world of today, we encounter many opportunities to access information using a computer. Students in elementary and middle schools face similar experiences as they look up information in CD-ROM encyclopedias in the media center.

This booklet, developed by the Computer Services Section of the Department of Public Instruction, contains model lessons for teachers, computer coordinators and media professionals to use in teaching students how to access information in a variety of ways from several different CD-ROM encyclopedias. Whether researching whales or early explorers or U.S. Presidents, students will learn basic content information while building computer and information skills in integrated lessons.

We hope you and your students will use these lessons to become practiced information searchers ready for our technology world!



Bob Etheridge
State Superintendent

INTRODUCTION

This booklet contains activities developed to familiarize the user with the features of CD-ROM encyclopedias and to serve as a springboard for collaboration between media coordinators and classroom teachers in grades 1-8. The focus of the activities is on integrating accessing skills into social studies, language arts, and science using CD-ROM resources such as: ***Compton's MultiMedia Encyclopedia***, ***Grolier MultiMedia Encyclopedia,*** and ***Information Finder.***

The **Picture Search** and **Picture Explorer** sections of the booklet contain teacher-directed activities for grades 1-3 which provide a structure for observing, collecting and reporting information. The activity format also serves to familiarize students with features available in many CD-ROM resources.

The **Accessing Lessons** section of the booklet contains sets of activities for grades 4-8 to use in accessing information from CD-ROM encyclopedias. Each set includes a topic page providing a lesson overview, a teacher page with suggested instructional strategies, and student worksheets.

Why use a CD-ROM Encyclopedia?

Student:

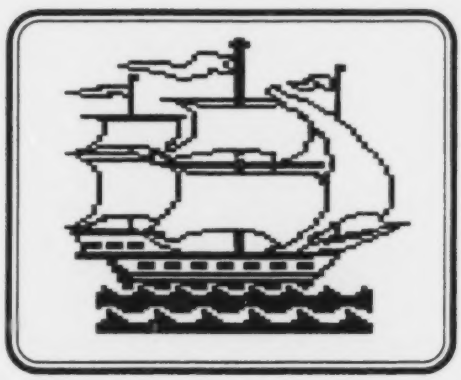
- Dictionary and glossary available
- Related terms
- Sound, motion and color
- Ease of movement from topic to topic
- Ability to retrace Research Path (Compton's)
- Notebook (print or save to disk)
- Search paths for various learning styles
- Icons

Teachers:

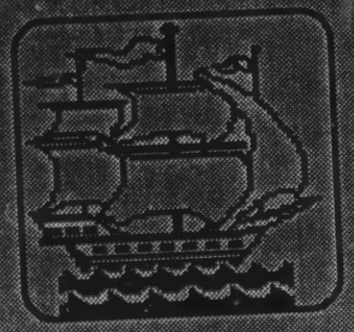
- Motivational to students
- Lends itself to problem-solving activities
- Shows related terms
- Encourages note taking
- Dictionary readily available
- Multi-sensory
- Individual or collaborative activities

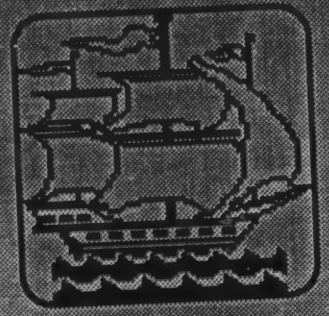
Resources: ***Compton's MultiMedia Encyclopedia***
Grolier Electronic Encyclopedia
Information Finder (World Book)

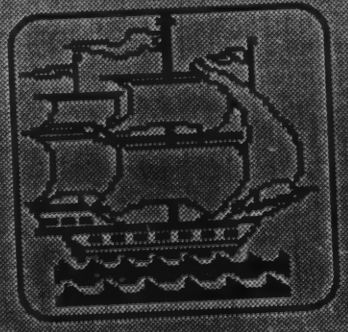
Activities for Grades 1-3



Resources: *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia







Picture Search

Resources: *Compton's MultiMedia Encyclopedia*
Groller MultiMedia Encyclopedia

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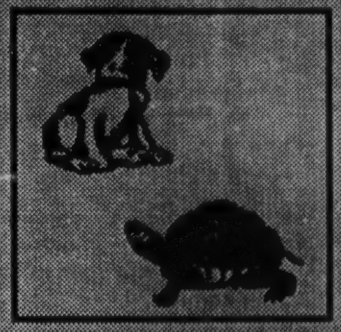
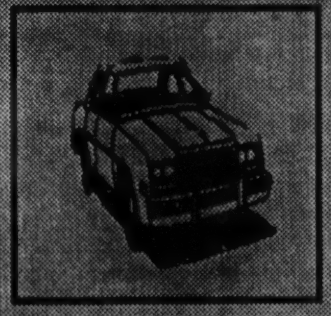


Picture Search



Teacher-directed Activities for Primary Level Children:

•Activities related to pets:

- Discuss the kinds of pets that children have in their homes.
- Use the encyclopedia to show pictures of these pets. Have students draw their favorite pet on the worksheet.
- Use the encyclopedia to show working animals. Then ask problem solving questions:
  - Do animals ever do work?
  - Can these animals ever be pets?
- Have the children discuss and give examples.

•Activities related to transportation:

- Discuss the ways that people move around.
- Discuss how people might travel if they were going to a place far away.
- Use the encyclopedia to show pictures of:
  - airplanes
  - buses
  - cars
- Have students draw a picture showing two ways of traveling when they are going far away.
- Have students draw a picture showing two ways of traveling short distances.

Resources : ***Compton's MultiMedia Encyclopedia***
Grolier MultiMedia Encyclopedia

Picture Search

Name: _____ **Date:** ___

Draw a picture of your favorite pet below.
Write a sentence about it.

_____

_____

Resources : ***Compton's MultiMedia Encyclopedia***
Grolier MultiMedia Encyclopedia

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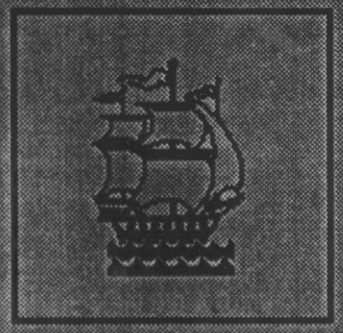

Picture Search

Name: _____ **Date:** ____

Choose a way that you like to travel
when you have to go far away.
Draw a picture below of the way you will travel.
Write a sentence about it.

_____

_____

Resources : *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia

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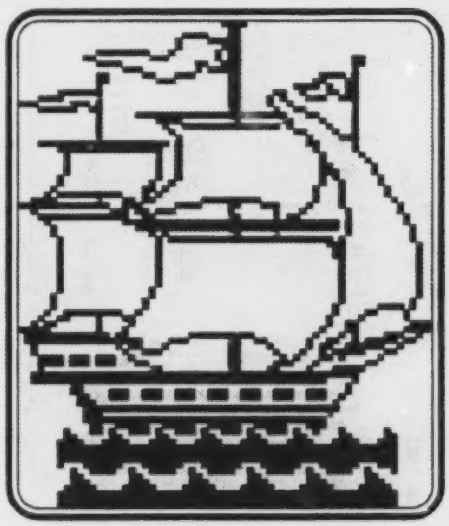
Picture Search

Name:_____ Date: ___

Choose a way that you like to travel when
you have to go a short distance.
Draw a picture below of the way you will travel.
Write a sentence about it.

Resources : ***Compton's MultiMedia Encyclopedia***
Grolier MultiMedia Encyclopedia

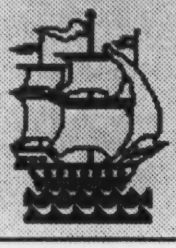
Picture Explorer



Writing Task Cards

Resources: *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia

Picture Explorer



You are about to go on a journey. You will use the picture section of the CD-ROM encyclopedia. Your job is to choose a task card and follow the directions on that card.

Be sure to:

- take notes using the notebook in Picture Explorer
- save your notes on a diskette when you're done!
- complete your writing in your class or in the computer lab.

Your Name: _____

Task Card Chosen: _____

Date: _____

Resources: ***Compton's MultiMedia Encyclopedia***
Grolier MultiMedia Encyclopedia

TASK CARD

Picture Explorer

- Choose a picture that you like.
- Draw a picture about what you see on the screen.
- Write a sentence about it.

TASK CARD

Picture Explorer

- Choose a picture of an animal.
- Draw a picture of it.
- Write a sentence about it.

Resources: *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia

TASK CARD

Picture Explorer

Find a picture of a person.
Draw a picture about how that person feels.
Write a sentence about it.

TASK CARD

Picture Explorer

Find a picture of a building.
Draw a picture of the building.
Write a sentence about the building.

Resources: *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia

TASK CARD

Picture Explorer

Choose a picture that has an animal in it.

Be sure to:

- name the animal.
- tell what it looks like.
- tell what's happening in the picture.

TASK CARD

Picture Explorer

Choose a picture about a place.

Describe what the place looks like.

Be sure to answer these questions:

- Are there any living things in your picture?
- Can you tell what time of year it is?
- Would you like to visit this place?

Resources: *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia

TASK CARD

Picture Explorer

Choose a picture that has a person in it.
Tell us how the person is feeling.
Be sure that you:

- tell if the person is happy or sad.
- tell why you think the person is happy or sad.

TASK CARD

Picture Explorer

Find a picture that has a building in it and describe the building.
Be sure that you:

- tell what the building looks like.
- tell what the building is used for.

Resources: *Compton's MultiMedia Encyclopedia*
Grolier MultiMedia Encyclopedia

Picture Explorer

Use with writing task cards.

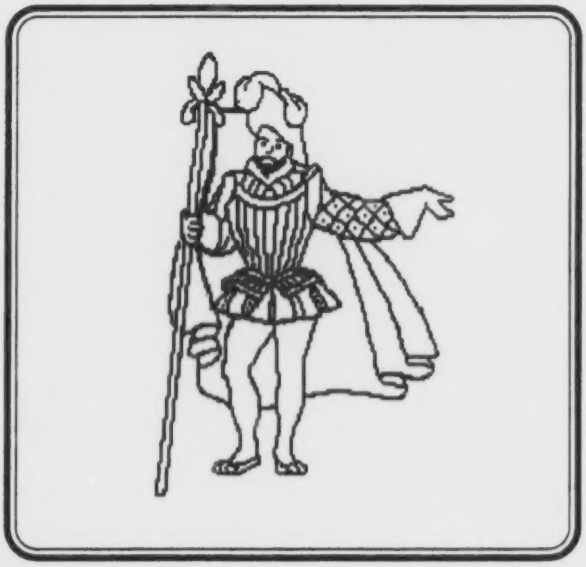
Name: _____

Picture Explorer

Use with writing task cards.

Name:

Activities for Grades 4-8



Resources: ***Compton's MultiMedia Encyclopedia***
Grolier Electronic Encyclopedia
Information Finder (World Book)

Teacher's Page

Whales

Whales

Overview:

These activities provide a structure for investigating and collecting information about whales.

Process:

Students work individually, in pairs or in collaborative groups to investigate whales using a CD-ROM encyclopedia. Students choose one of the three search paths suggested below based on their learning style, and use that path and the accompanying worksheets to develop a report. When students have completed their work, they retrace their search path in order to discuss and compare the quality of the results.

Search Path Options:

Before selecting a search path in ***Compton's MultiMedia Encyclopedia***, students can see a pictorial overview by typing in whales in the **Picture Search** component of **Picture Explorer**.

They can then search one of three paths:

- **Idea Search** to see a list of related topics.
- **Title Finder** to go directly to the article.
- **Science Feature Articles** (Living Things)

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Watch selected segments of *Voyage of the Mimi* and use activity sheet.
•Develop a class book of whales to include reports and pictures drawn by students.
•Create a paper/electronic database to collect and organize data about different types of whales.
•Develop a bulletin board display with data collection.
•Draw a diagram and label the body parts of a whale.
•Make an oral report on how whales communicate.

Topic Page

Whales

Grades 4-5

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.

2.4 Describe the difference between a print database and a computer database.

2.2 Use a word precessing program to edit a paragraph and save changes.

2.3 Use a word processing program to enter a paragraph into the computer and print it.

Science Skills:

2.4. Develop positive attitudes toward science and technology.

5.0 Understand basic scientific concepts and principles.

Communication Skills:

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

3.1 The learner will assess the validity and accuracy of information and ideas.

Math Skills:

4.11 Formulate and solve meaningful problems involving length, weight, time, capacity, and temperature; and verify reasonableness of answers.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Overview:

These two activities (**Whales, Solve a Whale of a Problem**) provide a structure for students to investigate, collect information and conduct a problem-solving activity using an electronic encyclopedia and other resources.

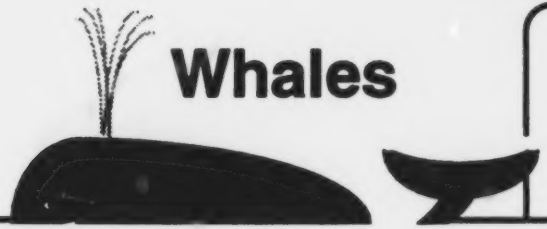
Materials List:

Compton's MultiMedia Encyclopedia, ***Grolier MultiMedia Encyclopedia***, and/or ***Information Finder***

print encyclopedia
activity sheets
word processing program
drawing paper
database software
database software
maps
data disk
magic markers
scissors
telecommunications software (optional)
video equipment (optional)
Voyage of the Mimi (optional)
Hypercard (optional)
Linkway (optional)

Enrichment:

•View selected segments of *Voyage of the Mimi* about whales.
•Develop a report/chart migration patterns of whales.
•Develop a chart on uses of whale by-products.
•Develop a report on whaling.
•Examine the environmental impact of whaling.
•Create video-taped public-service messages about protecting whales and other endangered species.
•Share information on whales with a class in another location using telecommunications.
•Collect information about other endangered species using telecommunications and online bulletin boards.
•Develop a report comparing whales to dolphins and porpoise.
•Create a Hypercard/Linkway stack on whales.



Whales

Select a whale and complete each box to describe your whale.

My **is a_____whale.**

Describe your whale's habitat.

Describe the babies of your whale.

Describe your whale:

Shape

Size

Color

Describe the sound a whale makes.

What does your whale eat?

Draw a picture of your whale.

What is special about your whale?

Solve a of a Problem!

How many whales of different types, if laid nose to tail, would it take to fill the length of a football field?

Whales are very large mammals. To better understand the size of whales solve the problem using Compton's MultiMedia Encyclopedia. Chart whales (giving name and length) on the football field below. (Use the Whale Data Collection Chart provided.)

Name	Size in Meters	Size in Feet	Convert to Yards	Food	Size of Babies	Interesting Facts

Whale Data Collection Chart

Topic Page

Animal Olympics

Grades 4-6

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.

2.4 Describe the difference between a print database and a computer database.

2.2 Use a word processing program to edit a paragraph and save changes.

2.3 Use a word processing program to enter a paragraph into the computer and print it.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Communication Skills:

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

3.1 The learner will assess the validity and accuracy of information and ideas.

Math Skills:

4.11 Formulate and solve meaningful problems involving length, weight, time, capacity, and temperature; and verify reasonableness of answers.

Science Skills:

2.4. Develop positive attitudes toward science and technology.

5.0 Understand basic scientific concepts and principles.

Overview:

These activities (**Animals, Champion Jumpers, Which is the Fastest Land Animal, Sea Creatures, Speedy Creatures, and At the Zoo**) provide a structure for students to probe and collect data to complete a chart and draw conclusions from the results.

Materials List:

Compton's MultiMedia Encyclopedia, Grolier Multi-Media Encyclopedia, and/or **Information Finder**

print encyclopedias	paper
activity sheets	scissors
word processing program	rulers
database software	graphics software

Enrichment:

•Investigate animal speed records in *Guiness Book of World Records*.

•Write and illustrate a paragraph/report comparing the traits of two animals and identify how each animal uses its special traits.

•Create a tall tale explaining how a particular animal came to have a special trait and share it with one or more classmates.

•Create an advertisement poster for the animal olympics highlighting what the audience will see.

•Develop a paper/electronic database to collect organize and search for information.

Teacher's Page

Animals

Animal Olympics

Overview:

This activity provides a structure for investigating and collecting information about an animal.

Process:

Students work individually, in pairs or in collaborative groups to investigate an animal using a CD-ROM encyclopedia. Students choose a search path and develop a report/project using that path and the accompanying worksheet. When students have completed their work, they retrace their search path in order to discuss and compare the quality of their results.

Search Path Options:

Type the name of the animal into ***Grolier MultiMedia Encyclopedia*** or ***Compton's MultiMedia Encyclopedia.***

- Listen to the animal's sound and go directly to the article.
- Use **Idea Search** to see a list of related topics.
- Locate the animals habitat on the world map.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Develop a class book or bulletin board about animals to include reports and pictures drawn by students.
•Create a paper/electronic database to collect and organize data about different animals.
•Present an oral report using charts and illustrations.
•Use a word processing program to publish findings.
•Investigate whether or not the animal is on the endangered species list and report findings.
•Identify and compare the types of resources used in collecting information.
•Create a Hypercard/Linkway stack about animals.
•Use several of the animal worksheets to investigate and compare animals.

Animals

Select an animal and complete each box to describe it.

My animal is a

Describe the animal's habitat.

Describe the animal's:

Shape

Size

Color

Describe the animal's babies

Describe the sound the animal makes.

What does the animal eat?

Describe special traits.

Draw a picture of the animal.

Teacher's Page

Champion Jumpers

Annual Olympics

Overview:

This is a problem-solving activity which allows students to investigate and determine which animal (the kangaroo, the flea or the grasshopper) can jump the greatest distance relative to its own length.

Process:

Students select the search path that best fits his/her learning style and delve into the world of nature to locate the information needed to complete the Champion Jumpers organizer. Students use the data to determine which participant can jump the greatest distance relative to its length. The jumping distance is determined in the following manner (jumping distance divided by the length of the animal).

Search Path Options:

Students select a search path that they think will lead to the information needed to complete the chart.

Suggestion: Use

- Icons to access charts and pictures.
- Notebook feature to collect data to print/save to disk.

Follow-up:

- Create a chart to depict jumping distances of each animal.
- Collect information about other animals and chart findings.
- Create a paper/electronic database to collect information about insects throughout the year.
- Compare the special traits of several animals.
- Create Hypercard/Linkway stack about animals.

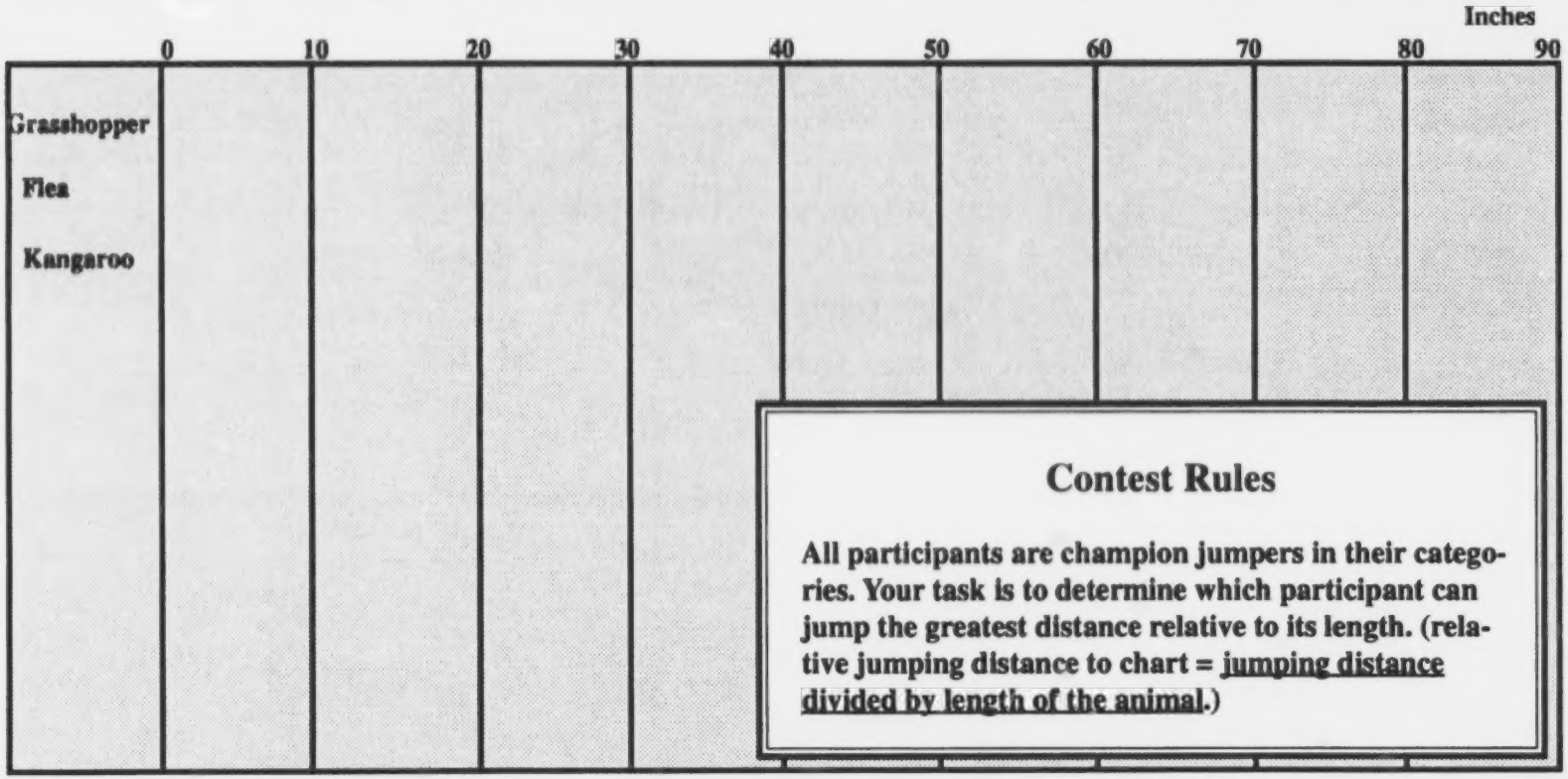
Champion Jumpers

First Place _____

Second Place _____

Third Place _____

Use the chart to determine which animal is the First, Second, and Third Place Winner in a Champion Jumper Contest. (See rules below.)



Contest Rules

All participants are champion jumpers in their categories. Your task is to determine which participant can jump the greatest distance relative to its length. (relative jumping distance to chart = jumping distance divided by length of the animal.)

Teacher's Page

Which is the Fastest Land Animal?

Animal Olympics

Overview:

This activity has students investigate the animal kingdom to determine and record the land speed of each of these animals: the Pronghorn Antelope, Cheetah, Jack Rabbit and Ostrich.

Process:

Students select a search path that best fits his/her learning style and investigate the world of nature to locate information to complete the chart. They use the worksheet to display findings and determine the contest winner.

Search Path Options:

Students select the search path that he/she feels will best locate the needed information about the animal kingdom.

Follow-up:

- Develop a bulletin board/booklet to display findings.
- Collect information about other animals and chart findings.
- Create paper cutouts to scale to represent each animal.
- Create a paper/electronic database to collect information about animal traits. Include information about land speed, animal classification, size, shape, color, special traits, and habitat.
- Use a word processing program to create a report.
- Write a newspaper article explaining how one (or more) of these animals uses its speed.
- Present an oral report comparing the special traits of several animals.

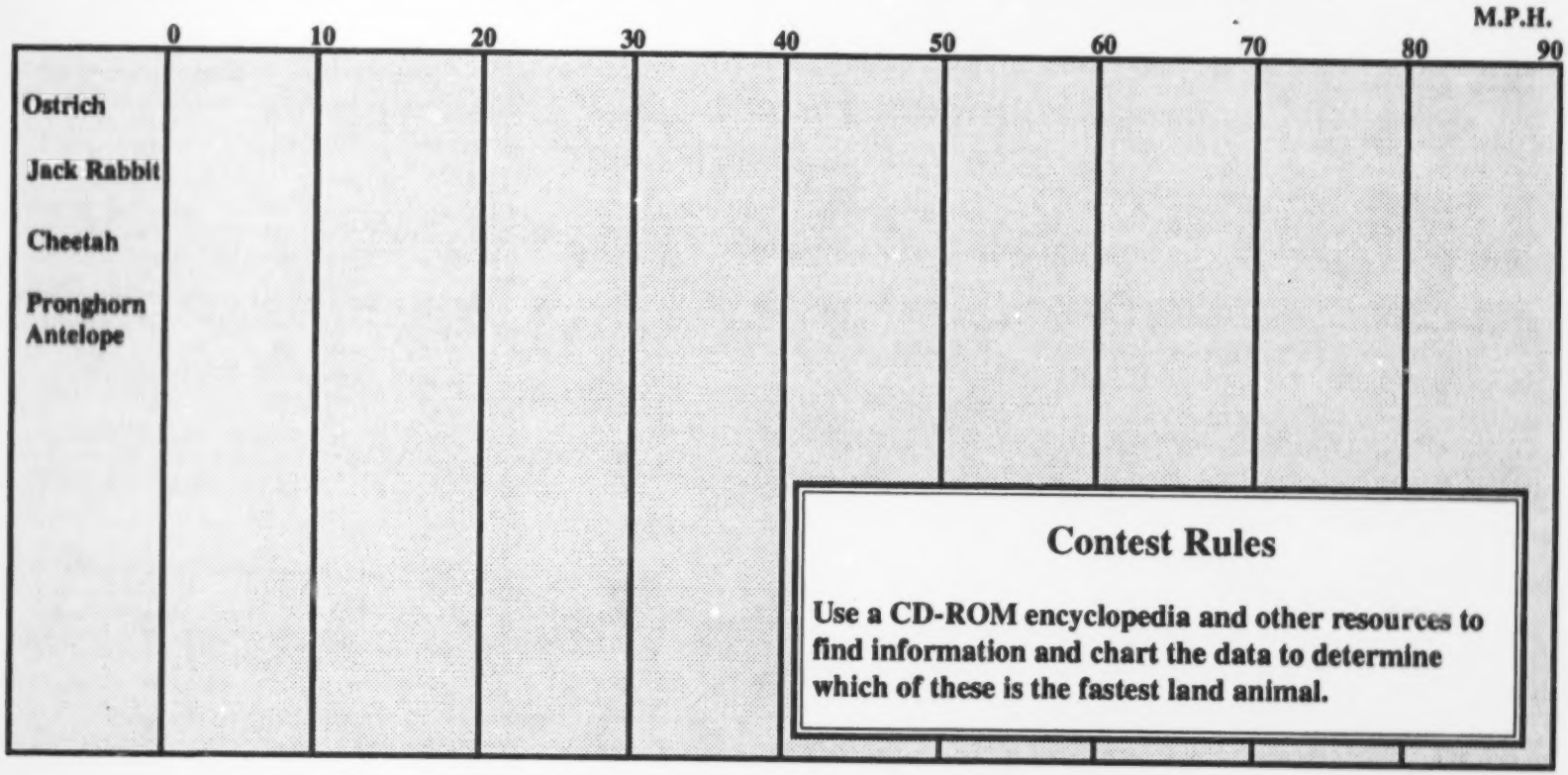
Fastest Land Animal

First Place _____

Second Place _____

Third Place _____

Use the chart to determine which animal wins First, Second, and Third Place in the Fastest Land Animal Championship.



Contest Rules

Use a CD-ROM encyclopedia and other resources to find information and chart the data to determine which of these is the fastest land animal.

Teacher's Page

Sea Creatures

Animal Olympics

Overview:

The Sea Creatures activity provides an opportunity to investigate sea animals such as sharks, stingray, octopus, jellyfish, crabs and starfish to investigate and chart findings about size and special traits.

Process:

Students select the search path that best fits his/her learning style to investigate sea creatures, collect information and record findings on the Sea Creatures worksheet.

Search Path Options:

Students select a search path that he/she feels will best locate the needed information about the animal kingdom.

Suggestion: Use

- Icons to access charts and maps.
- See Also Icon to locate related information.
- Content feature to locate subtopics.

Follow-up:

•Collect information about sea creatures and chart findings.
•Create a paper/electronic database to collect information about animals throughout the year. Include categories such as name, classification, size, weight range, babies, care of young, food, habitat, life span, is it food for other animals, or is it an endangered species.
•Create a food web to demonstrate the status of a group of sea creatures.
•Use paper cutouts to represent each animal to develop a display of habitat.
•Create a report with illustrations comparing two sea creatures.
•Create a model to simulate environmental conditions of sea creatures.

Sea Creatures

Chart findings about sea creatures:

Creature	Size	Shape	Habitat	Special Traits
Shark				
Stingray				
Octopus				
Jellyfish				
Crabs				
Starfish				

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Teacher's Page

Speedy Creatures

Animal Olympics

Overview:

The Speedy Creatures activity provides an opportunity to investigate marine life such as the Salmon, Eel, Tarpon, Swordfish, Flying Fish, Blue Shark, Loon, and Gentoo Penguin to compare their speed.

Process:

Students work independently or in small groups to use the worksheet as a structure to investigate, collect and record information.

Search Path Options:

Students select a search path that best fits his/her learning style and delve into the world of nature to locate and chart the information.

They can use one of the search paths:

- **Picture Explorer** to get overview of topic.
- **Title Finder** to see list of related topics.
- **Science Feature Articles** (Living Things).

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information.
- Icons to access charts and pictures.

Follow-up:

•Create a paper/electronic database to collect information about animals throughout the year. Include categories such as name, classification, size, weight range, babies, care of young, food, habitat, special traits, life span, is it food for other animals, or is it an endangered species.
•Create a food web to demonstrate the status of a selected group of animals.
•Use paper cutouts to represent each animal on a speed chart display.
•Create a report with illustrations detailing how several of these animals use their speed.
•Collect information about other animals and chart findings.

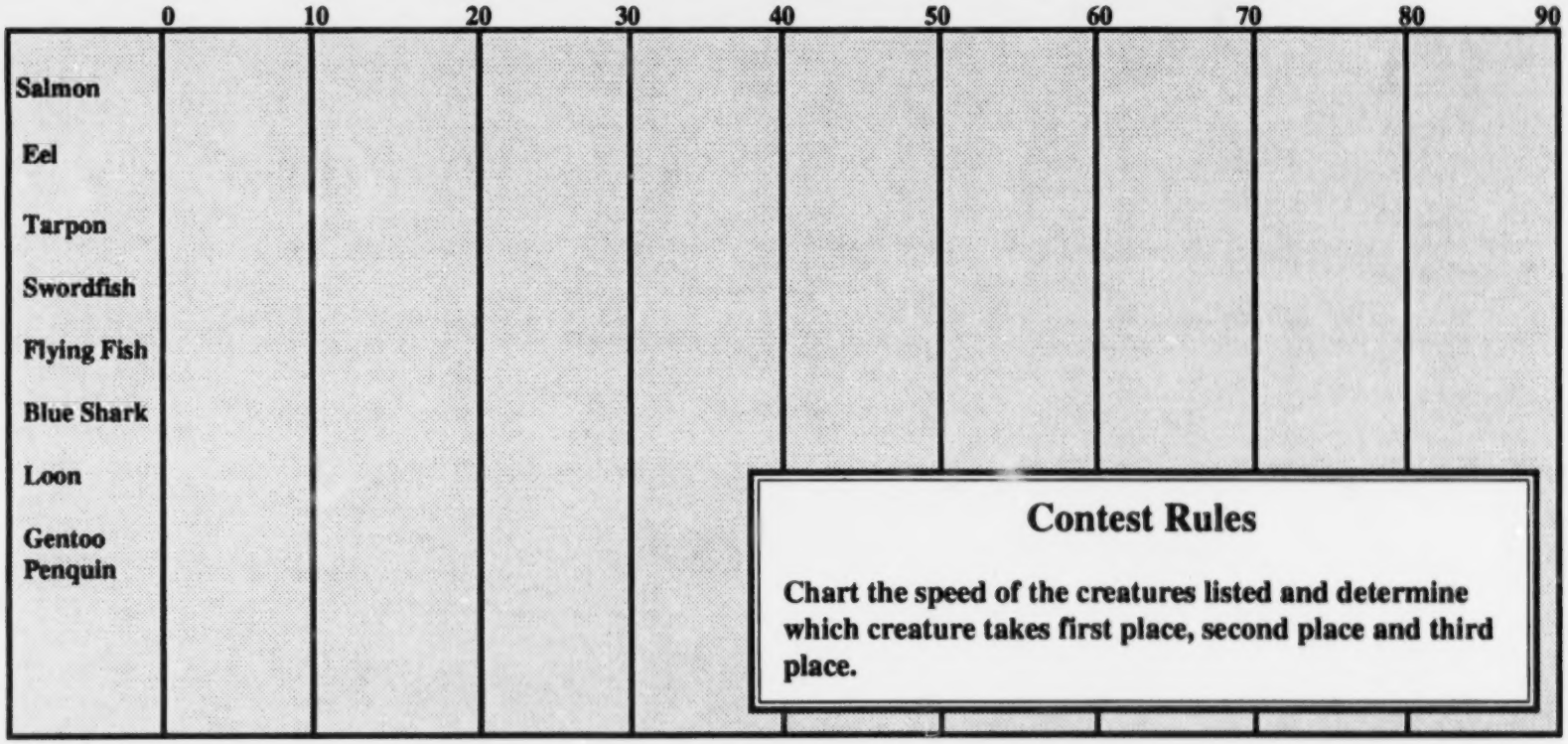
Speedy Creatures

First Place _____

Second Place _____

Third Place _____

Use the chart to determine which animal is the First, Second, and Third Place Winner in a Speedy Creatures Contest.



Teacher's Page

At the Zoo

Animal Olympics

Overview:

This activity gives a student an opportunity to work independently to make choices and follow directions. **Researcher's Assistant,** search path of ***Compton's MultiMedia Encyclopedia***, provides assignments that allow the student to make choices based on his individual interests and style.

Process:

Researcher's Assistant is the search path that provides an individual student an effective format for working independently to choose an assignment that expresses his/her personal style. The difficulty level of each assignment is clearly marked--a circle indicates the least difficult assignment, a square indicates a more difficult assignment, and a triangle indicates the most difficult assignments. A teacher could send students to use the **Researcher's Assistant** component of ***CMME*** and based on the ability level of the student allow them to select any activity that has, for example, a circle beside it. The student would have the freedom to choose topics and assignments that capture his/her interest and imagination.

Research Path Options:

The student selects the **Researcher's Assistant** search path from the main menu and chooses "Living Things" from the book shelf. The student reads the article carefully then selects one of three assignments: "Animal Crackers," "Home Away from Home," or "How Much is That Ferret in the Window?" ***CMME*** provides an opportunity for the assignment to be saved to the notebook to be printed and/or saved to disk.

Follow-up:

Students interested in making independent reports could use the **Researcher's Assistant** as a beginning point for oral and written reports/ projects that reflect their personal ideas and interests throughout the school year.

Topic Page

Exploration

Grades 4-8

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.

2.4 Describe the difference between a print database and a computer database.

2.2 Use a word processing program to edit a paragraph and save changes.

2.3 Use a word processing program to enter a paragraph into the computer and print it.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Communication Skills:

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

3.1 The learner will assess the validity and accuracy of information and ideas.

Overview:

This set of activities (**Explorers, Exploring for Facts, Explorers: Who Knew Whom?, Christopher Columbus and Other New World Explorers, Exploring for Information about Christopher Columbus**) provide a variety of formats for investigating, organizing and reporting information about explorers.

Materials List:

Compton's MultiMedia Encyclopedia, ***Grolier MultiMedia Encyclopedia***, and/or ***Information Finder***

print encyclopedia
activity sheets
word processing program
drawing paper
video equipment (optional)
Hypercard (optional)
database software
atlas
data disk
magic markers
Linkway (optional)

Enrichment:

•Create a bulletin board tracing the route of important explorers.

•Develop an exploration timeline to display the correct sequence of events.

•Isolate a ten year span of time and select the most important events and defend the selections.

•Develop a paper/electronic database to collect data on a variety of explorers and their accomplishments.

•Create and illustrate a journal for a particular explorer to chronicle important events and hardships faced by that explorer.

•Create a "You Were There" video to interview explorers about the significance of their work at that time and to future generations.

•Create a Hypercard/Linkway stack on exploration.

Teacher's Page

Explorers

Exploration

Overview:

This activity provides an organizer to collect data and examine the life of one or more explorers by collecting data about the people and events important to them.

Process:

Students work independently or in small groups to investigate one or more explorers. Students could select one of the search paths in ***CMME*** suggested below based on their learning style, and use that path and the prepared organizer to collect and record pertinent information about the explorer. Using the organizer, the student could develop a word processed document with illustrations or an oral presentation.

Search Path Options:

They can then search one of these paths:

- Use **Idea Search** to see a list of related topics.
- Use **Title Finder** to go directly to the article.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

- Develop a database to chart the information about explorers.
- Develop a class book about explorers.
- Chart the route of each explorer on a world map.
- Write entries in a ship's log to chronicle the experiences of a particular explorer.

EXPLORERS

I. Who

II. When

III. Worked for

IV. What was he looking for?

V. Where did he go?

VI. How many trips did he make?

VII. What did he find?

VIII. Why was his work important?

IX. Who benefited from his work?

X. How do we remember his work today?

Teacher's Page

Exploring for Facts

Exploration

Overview:

In Part I the student selects an explorer and uses the prepared organizer to collect and organize report information. The information could be developed into a word processed report document with illustrations. In Part II students compare their findings about their explorers and determine how they were alike and how they were different.

The questions used in this activity were adapted from an article in ***School Library Media Activities Monthly***, Volume VII, Number 2, October 1991.

Process:

Students work independently to investigate an explorer. They select one of two search paths in ***CMME*** suggested below based on their learning style, and use that path and the prepared organizer to collect and record pertinent information about the explorer. Using the organizer, the student could compare his findings with those of another student. Students could develop a word processed document with illustrations or an oral presentation.

Search Path Options:

They can then search one of these paths:

- Use **Idea Search** to see a list of related topics.
- Use **Title Finder** to go directly to the article.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Develop a paper/electronic database to chart the information about explorers.
•Develop a class book about explorers.
•Chart the route of each explorer on a world map.
•Write entries in a ship's log to chronicle the experiences of a particular explorer.
•Create dialogue for a skit/video depicting an important event in the life of an explorer.
•Develop a timeline to show sequence of events.

Exploring for Facts

Part I.
Choose an explorer from the list and answer the questions. Use a variety of information resources. When you have finished, make an oral report of your findings.

Part II.
Work with a classmate who reported on a different person and compare your data to his. Determine if the two explorers were more alike or more different.

Eric the Red	**Jacques Cartier**
Bartholomew Dias	**Samuel de Champlain**
Vasco De Gama	**Francisco Pizarro**
Amerigo Vespucci	**Hernado Cortes**
Sir Frances Drake	**Vasco Nunez de Balboa**
Ferdinand Megellan	**Sir Walter Raleigh**
Hernando de Soto	**Henry Hudson**

Describe the explorer: his looks and his personality.

What country or group did this explorer represent?

List reasons for exploration:

What types of transportation did he use?

Who and what did the explorer take with him on his expedition?

List information resources used for this report.

(For a detailed version of this activity see)
School Library Media Activities Monthly
Volume VII, Number 2, October 1991.

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Teacher's Page

Explorers: Who Knew Whom?

Exploration

Overview:

This activity provides an opportunity to examine the life of an explorer and determine which of the explorers knew the other explorers of his time and what influence if any might one have had on the other.

Process:

Students could work independently or in groups, select an explorer and determine which other explorers he knew and which influenced him and / or were active during the same time frame. Students are to collect and record information on the worksheet provided.

Search Path Options:

Using ***Grolier MultiMedia Encyclopedia*** type in the last name of the explorer. Look at the list carefully to locate related topics and especially the names of other explorers. Pay particular attention to the See Also Icon. Explore and examine all the possibilities.

Suggestion: Use

- Content feature to locate specific topics.
- Notebook to take notes to save to disk and to print out.

Follow-up:

•Present findings to class in oral report.
•Develop and illustrate a report about the influences on a particular explorer.
•Create a paper/electronic database to display information.
•Create dialog for a skit/video that depicts a meeting of several explorers and act it out for the class.
•Create a bulletin board that charts the routes various explorers used.
•Create a "You Were There" video to interview explorers about the significance of their work at that time and to future generations.

Explorers: Who Knew Whom?

My explorer is _____

Select an explorer using *Grolier MultiMedia Encyclopedia*. Determine which explorers knew each other and complete the chart.

Country	Explorer	Relationship to My Explorer	Area Explored

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Teacher's Page

Christopher Columbus and Other New World Explorers

Exploration

Overview:

A problem-solving activity to determine what connection if any there was between Christopher Columbus and the other explorers listed on the chart.

Process:

Students working independently or in pairs use lists provided in **Idea Search** in ***CMME*** and See Also Icons to locate connections between Christopher Columbus and other explorers. Record data on worksheet.

Search Path Options:

Use **Idea Search** to locate Christopher Columbus.
Record the listing of Related topics using the notebook feature.
Pay particular attention to the See Also Icon. Explore and examine all the possibilities.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

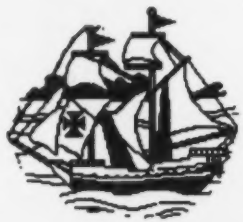
Follow-up:

•Create a skit/video to dramatize the relationship between Christopher Columbus and one or more of the explorers listed.
•Make entries into ship's log to describe important events and hardships faced by explorers.
•Create a paper/electronic database.
•Create a Hypercard/Linkway stack about explorers.

Christopher Columbus and other New World Explorers

Using the *Idea Search* path in Compton's MultiMedia Encyclopedia, determine if there was a connection between Christopher Columbus and any of the explorers listed below. List the explorers who had a connection with Christopher Columbus on the chart and explain what the connection was.

Eric the Red



Bartholomew Dias

Vasco De Gama

Amerigo Vespucci

Vasco Nunez de Balboa

Ferdinand Megellan

Hernando de Soto

Name of Explorer	Connection

Teacher's Page

Exploring for Information about Christopher Columbus

Exploration

Overview:

Four research teams work to investigate information about Christopher Columbus. Each research team will use a particular search path to locate information.

Process:

Establish four research teams. Each is assigned a specific search path in *CMME* (**Idea Search**, **Title Finder**, **Topic Tree**, or **Atlas**). Students work cooperatively with the members of their team to explore for information about Christopher Columbus.

Search Path Options:

Four research teams work to explore for information about Christopher Columbus. Each research team will use a particular search path to locate information.

Suggestion: Use

- Retrace Search Path feature to review progress.
- Notebook feature to collect, print and save information.
- Content feature to identify specific locations within the article.

Follow-up:

After each of the research teams has presented their findings on Christopher Columbus to the class. The class discusses each of the search paths used and identifies the strengths and weaknesses of each. Identify which of the features were most helpful to the work of each team.

Exploring for Information about Christopher Columbus

(a Collaborative Activity)

Establish four research teams. Each team is assigned a specific search path on *Compton's MultiMedia Encyclopedia* (Idea Search, Title Finder, Topic Tree or Atlas). Students work cooperatively with the members of their team to explore for information about Christopher Columbus.

TEAM ASSIGNMENT IS:

- **to explore their designated search path and collect information about Christopher Columbus.**
- **to be able to explain and retrace the most successful path for gathering information about Christopher Columbus in their assigned search path.**
- **to present the findings of the team on Christopher Columbus to the class.**

Follow-up Activity: Class discussion comparing the quality of information found in each Search Path.

Retrace search path below:

Topic Page

Discoveries

Grades 5-8

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.
2.4 Describe the difference between a print database and a computer database.
2.2 Use a word processing program to edit a paragraph and save changes.
2.3 Use a word processing program to enter a paragraph into the computer and print it.

Science Skills:

2.4. Develop positive attitudes toward science and technology.
5. Understand basic scientific concepts and principles.

Communication Skills:

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.
2.1 The learner will identify, collect, or select information and ideas.
2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.
3.1 The learner will assess the validity and accuracy of information and ideas.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.
1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.
1.3 The learner will critique information sources and formats.
2.1 The learner will explore research processes that meet information needs.
2.2 The learner will engage in a research process to meet information needs.

Math Skills:

4.11 Formulate and solve meaningful problems involving length, weight, time, capacity, and temperature; and verify reasonableness of answers.

Social Studies:

10.3 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.

Overview:

Three activities (**Elementary Deductions, Inventors I, Inventors II**) provide an opportunity to investigate the work, life and times of important scientists.

Materials List:

Compton's MultiMedia Encyclopedia, ***Grolier MultiMedia Encyclopedia***, and/or **Information Finder**

print encyclopedia
activity sheet
word processing program
drawing paper
Linkway (optional)
video equipment (Optional)
data disk
magic markers
database software
Hypercard (optional)

Enrichment:

•Create a paper/electronic database of scientific discoveries.
•Create a Hypercard/Linkway stack about inventors.
•Develop a timeline to demonstrate sequence of important discoveries.
•Create a journal for a particular inventor to chronicle important events and hardships they faced.
•Create dialog for a skit/video to capture the moment of discovery.
•Create a display about important inventions and how they changed the world then and now.
•Write a report comparing the effect on society of two important inventions.
•Write an article about personal sacrifices made by inventors.
•Create a dialog that deals with people and events that were influential in the lives of inventors.
•Create a cartoon to explain how an invention was perceived by the public when it was first announced.

Teacher's Page

Elementary Deductions

Discoveries

Overview:

This activity provides a structure for collecting scientific information using the ***Grolier MultiMedia Encyclopedia*** (formerly ***Academic American***). This activity was a 1992 Computer Learning Month award winning activity for eighth grade students developed by Cynthia Wilson from Southern Middle School in Person County Schools.

Process:

This activity requires students to locate and record information individually or in pairs using a CD-ROM encyclopedia.

Search Path Options:

Use ***Grolier MultiMedia Encyclopedia*** (formerly ***Academic American***), ***Compton's MultiMedia Encyclopedia***, and/or ***Information Finder*** .

Follow-up:

- Create a report about how a particular element was discovered.
- Create a paper/electronic database to organize information about elements.
- Dramatize the moment of discovery for a particular element.

"ELEMENT"ARY DEDUCTIONS

Using the clues provided, search the Elements Database to answer the following.

_____ 1. I have only one electron in my outer energy level. My electron is weak and is easily lost. Many say I am very reactive. I have a low melting point of 28.4 degrees Celsius.

_____ 2. I am the most common of the alkaline earth metals. I aid in blood clotting and can be found in rocks, minerals, and bones. My atomic weight is around 40.

_____ 3. I am rather rare with a low density. I am often used in space vehicles because I am lightweight and strong. My atomic weight is low.

_____ 4. I burn a bright white light and am often used in light bulbs. You may recognize some of my compounds: $Mg(OH)_2$ and $MgSO_4$.

_____ 5. I am a transitional element found in brass and in many coins. I am added to zinc and silver to make them harder.

_____ 6. My compound GeO_2 is used in optical glass. I have a brittle metallic appearance with a hardness of only 6 on Moh's scale.

_____ 7. I am lightweight. My ore is mined as bauxite. I am used in aircraft parts and in bicycles.

_____ 8. I do not occur as a free element. I usually am found combined with oxygen. I am the main component of sand.

_____ 9. I am very active element and can combine with almost every other element. A compound with me has a special name. I am the most abundant element in the earth's crust.

_____ 10. I am a poisonous yellow-green gas but am used to treat sewage and purify drinking water. I am in the group known as the "salt formers" or halogens.

____ 11. My primary use is as currency reserve. I belong in the group with copper and silver. Sea water contains much of me but is to costly to mine.

_____ 12. My discoverer also identified polonium. I am present in all uranium minerals. My uses have been restricted because of my radiation.

Data Search Sheet:

Elements

Using the *Grolier MultiMedia Encyclopedia* (formerly Academic American) search for the following data and enter on your data sheet.

Element:

Family/group:

Atomic number:

Metal/non-mental/metalloid:

Year discovered:

Discoverer:

Melting point:

Boiling point:

Symbol:

Facts:

Resource: ***Grolier MultiMedia Encyclopedia***

Teacher's Page

Inventors I

Discoveries

Overview:

This activity provides a report format to examine the life of an inventor and investigate the events surrounding the invention/discovery.

Process:

Students select an inventor and work independently or in small groups to investigate and collect data about a particular inventor and the times in which they lived, recording the information on the worksheet provided.

Search Path Options:

Using **Idea Search** in ***Compton's MultiMedia Encyclopedia***, type in the last name of the inventor. Look at the list carefully to identify related topics, especially the names of other inventors.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Develop and illustrate a report about the life and times of one inventor.
•Create a paper/electronic database to include such fields as the inventors name, invention/discovery, date of discovery, impact of invention/discovery and names of influential people in the life of the inventor.
•Create dialog for a skit/video that depicts the moment of discovery.
•Create a timeline to visualize the important inventions/discoveries during this inventor's lifetime.
•Use a word processor to create a report and add illustrations.
•Take on the persona of the inventor and conduct a news conference announcing your invention/discovery.

INVENTORS

I. Who

II. When

III. Who influenced his work?

IV. What was he looking for?

V. What did he invent/discover?

VI. How did the invention/discovery impact people of that time?

VII. How does the discovery/invention impact the world now?

VIII. Why was his work important?

IX. Who benefited from his work?

X. How do we remember his work today?

Teacher's Page

Inventors II

Discoveries

Overview:

This activity provides an opportunity to examine an invention and determine how it influenced the lives of people then and now.

Process:

Students could work in small groups, select an invention and determine why it was important and how it made a difference in the way people did things. Students can collect and chart information using the worksheet provided.

Search Path Options:

- Use the **Idea Search** to determine related topics.
- Use **Title Finder** to locate the inventor/invention.
- Use **Picture Search** in **Picture Explorer** to get an overview of the topic.

Follow-up:

•Have students become the inventor and conduct a news conference to announce the invention to the world, and explain why the invention is important to people now (of that time) as well as its possible importance in the future.
•Create a video to chronicle the events leading to the discovery and/or detailing the life of the inventor.
•Develop and illustrate a report detailing the importance of a particular invention in modern times.
•Create a timeline to display the relative importance of an invention to other inventions and discoveries during the same time frame.
•Have a student become the scientist and write a letter to another scientists of the time, telling them about the discovery and why it is significant.

Using the *Idea Search* path in Compton's MultiMedia Encyclopedia, identify the invention associated with each of these inventors and describe the impact his invention has had on society.

INVENTORS

	Invention	Impact on Society
Alexander Graham Bell		
Eli Whitney		
Robert Fulton		
Thomas Alva Edison		
Wilbur and Orville Wright		

Topic Page

"The Old North State"

Grade 4

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.

2.4 Describe the difference between a print database and a computer database.

2.2 Use a word processing program to edit a paragraph and save changes.

2.3 Use a word processing program to enter a paragraph into the computer and print it.

Communication Skills:

2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

3.1 The learner will assess the validity and accuracy of information and ideas.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Social Studies:

4.1 Explain how regions are defined, and identify regions within North Carolina and regions of which North Carolina is a part.

4.2 Describe the major physical and cultural characteristics of regions within North Carolina.

4.3 Compare the physical and cultural characteristics of regions within North Carolina.

12.1 Identify people, symbols, and events associated with North Carolina's heritage.

12.2 Assess the influence of an important event from North Carolina's past on life today.

Overview:

Four activities (**North Carolina, North Carolina Writers, North Carolina Travelogue**) provide a structure for students to investigate, collect and share information about North Carolina.

Materials List:

Grolier MultiMedia Encyclopedia, ***Compton's MultiMedia Encyclopedia***, and/or ***Information Finder***

activity sheets
word processing program
database program
telecommunications software
video equipment (optional)
Linkway (optional)
magic markers
timeliner
magazine pictures
drawing paper
Hypercard (optional)
atlas
data disk

Enrichment:

•Create a map/display to compare the characteristics of the three regions of North Carolina.

•Create a video report detailing physical, cultural and economic data about your region.

•Develop a report about contributions made by Indians to North Carolina.

•Create a paper/electronic database of people, symbols, and events associated with North Carolina's heritage.

•Develop a timeline to highlight important events in North Carolina history.

•Create dialog for a skit/video depicting an important event in North Carolina history.

•Develop a news article that might have appeared in a North Carolina newspaper in 1924, in 1944, and in 1984.

•Create a display of crops and/or manufactured goods important in the state in the 1890's, and in the 1990's.

•Create a report that compares educational opportunities in North Carolina during the 1870's and 1970's.

•Create a Hypercard/Linkway stack detailing the contributions of writers/journalists associated with North Carolina.

•Develop a Hypercard/Linkway stack of historical/interesting sites to visit in North Carolina.

•Share North Carolina data via telecommunications.

Teacher's Page

North Carolina

"The Old North State"

Overview:

This activity provides a structure for investigating and collecting information about North Carolina.

Process:

Students work individually, in pairs or in collaborative groups to investigate North Carolina using a CD-ROM encyclopedia. Students choose a search path and develop a report/project using that path and the accompanying worksheet.

Search Path Options:

Use ***Grolier MultiMedia Encyclopedia*** or ***Compton's MultiMedia Encyclopedia***.

- Use **Idea Search** to see a list of related topics.
- Locate North Carolina on the United States map.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Develop a class book or bulletin board about North Carolina to include reports and pictures drawn by students.
•Create a paper/electronic database to collect and organize data about regions of North Carolina.
•Use a word processing program to publish findings.
•Identify and compare the types of resources used in collecting information.
•Create a Hypercard/Linkway stack about North Carolina.

North Carolina

Famous North Carolinians:

Describe North Carolina:

Size:

Population:

Capital:

North Carolina is known for...

Describe state government:

Present Governor:

Places of Interest:

Major Agricultural Crops:

Draw the symbols of your state:

State Seal:

Major Business and Industry:

State Flag:

State Bird:

Teacher's Page

North Carolina Writers

"The Old North State"

Overview

An activity to help students compare the life and times of O'Henry with one contemporary North Carolina author.

Process:

Students working independently to investigate and collect data about writers/journalists from North Carolina using the list and map.

Search Path Options:

Use ***Grolier MultiMedia Encyclopedia***, ***Information Finder*** or ***Compton's MultiMedia Encyclopedia*** to locate information about North Carolina writers/journalists past and present.

Follow-up:

•Develop a paper/electronic database to chart data about each writer/journalist to include such fields as name, date of birth, birthplace, family, type of work, influences, and best known work.
•Develop a class map of authors.
Read one or more books by a particular author and do a "book talk" for classmates.
•Create a Hypercard/Linkway stack on North Carolina People: Writers/Journalists.
•Read one book by two different North Carolina authors and try to find North Carolina influences.
•Create a timeline of North Carolina writers/journalists.
•Create a collage of North Carolina writers/journalists past and present.
•Develop a list of works by North Carolina writers.
•Have one student be a particular author and do an "Up Close and Personal" interview with one North Carolina writer/journalist.
•Have students write, illustrate and publish creative stories about North Carolina using the process approach and a word processor.

North Carolina Writers

Research North Carolina writers/journalists to fill in this paper database.

Writer(dates)	Place of Birth	Background	List Works:
O' Henry (pen name)			
Betsy Byars			

Teacher's Page

North Carolina Travelogue

"The Old North State"

Overview:

This activity provides a structure for investigating and collecting information about North Carolina.

Process:

Students could work individually, in pairs or in collaborative groups to collect information about North Carolina from a CD-ROM encyclopedia. Students could choose one of the search paths suggested below based on their learning style, and use that path and the accompanying worksheet to develop a report. When students have completed their work, they could retrace their search path in order to discuss and compare the quality of the results. Before selecting a search path in ***CMME*** students can see a pictorial overview by typing North Carolina in the **Picture Search** component of **Picture Explorer**.

Search Path Options:

They can then use one of the following paths:

- **Idea Search** to see the related topics
- **Title Finder** to go directly to the article

Suggestion: Use

- Notebook feature to collect, print, and save information.
- Content feature to locate specific information from the article outline.

Follow-up

•Have a travel and tourism event to share the travelogues.
•Use travelogues to create bulletin board.
•Create a travelogue video to advertise the important locations and events in North Carolina.
•Create/publish a travel and tourism newsletter for North Carolina.
•Develop a class book of North Carolina to include reports, charts, and pictures drawn by students.
•Create paper/electronic database to collect and organize data about the North Carolina.
•Create a Hypercard/Linkway stack about a country with digitized pictures.
•Create dialog for skit/video which depicts an important event in the North Carolina's history.
•Compare tourism opportunities in North Carolina to other states.

North Carolina Travelogue

ONE HISTORICAL SITE
Describe and illustrate one site. Present interesting facts.

ONE NATURAL PHENOMENON
Describe what visitors will see. What is special about this place? Who would enjoy a visit here?

ONE FAMILY ENTERTAINMENT SITE
What activities will each family member enjoy and why? What items will visitors need to take? Why would visitors want to come back?

Topic Page

The World

Grade 6

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.

2.4 Describe the difference between a print database and a computer database.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.

1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.

1.3 The learner will critique information sources and formats.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Communication Skills:

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.

2.1 The learner will identify, collect, or select information and ideas.

2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

3.1 The learner will assess the validity and accuracy of information and ideas.

Science Skills:

2.4. Develop positive attitudes toward science and technology.

5.0 Understand basic scientific concepts and principles.

Social Studies:

8.3 Describe how governments in Europe including areas formerly in the Soviet Union select leaders and establish laws.

8.4 Compare various forms of government in Europe including areas formerly in the Soviet Union and explain how and why they have changed over time.

Overview:

These activities (**Country, Investigate How the U.S.S. R. Has Changed, How the Face of Europe Has Changed in the 1990's, Travelogue**) provide an opportunity to examine the countries of Europe and the former Soviet Union.

Materials List:

Compton's MultiMedia Encyclopedia, Grolier MultiMedia Encyclopedia**, and/or **Information Finder

print encyclopedia	database software
activity sheets	atlas
word processing program	timeliner
drawing paper	magic markers
video equipment	data disk
Desktop Publishing Software (optional)	
Linkway (optional)	Hypercard (optional)

Enrichment:

•Create a paper/electronic database of countries.
•Develop a timeline to highlight important events during a particular decade in European history.
•Use a timeline to demonstrate changes in Europe and the former Soviet Union in the 1990's.
•Create dialog for a skit/video depicting an important event in the history of one country.
•Develop a newsletter that might have appeared in the Soviet Union in 1917, in 1990 and in 2007.
•Create a report that compares educational opportunities in different regions of Europe and the Soviet Union during the 1860's and the 1960's.
•Create a travelogue for a particular country.
•Create a timeline to chronicle the important events of the Democratic Reform Movement in Europe and former Soviet Union.
•Create Hypercard/Linkway stack depicting changes in Europe and the former Soviet Union.

Teacher's Page

Country

World

Overview:

This activity provides a structure for investigating and collecting information about a particular country.

Process:

Students work individually, in pairs or in collaborative groups to investigate a particular country using a CD-ROM encyclopedia. Students choose a search path and develop a report/project using that path and the accompanying worksheet. When students have completed their work, they retrace their search path in order to discuss and compare the quality of their results.

Research Path Options:

Type the name of the country into ***Grolier MultiMedia Encyclopedia, Compton's MultiMedia Encyclopedia*** *or* ***Information Finder***.

- Use **Idea Search** to see a list of related topics.
- Locate the country on the world map.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

• Develop a class book or bulletin board about countries to include reports and pictures drawn by students.
•Create a paper/electronic database to collect and organize data about different countries.
•Present oral report using charts and illustrations.
•Use a word processing program to publish findings.
•Create a Hypercard/Linkway stack about countries.
•Use several worksheets in the World section to investigate and compare countries.
•Identify and compare the types of resources used in collecting information.

Country

Select a Country and complete each box:

Describe the country:

Size:

Population:

Capital:

Form of Government:

Current Leader:

Major Agricultural Crops:

Major Business and Industry:

Important People and Historical Facts:

Geographical Features:

Places of Interest:

Draw National Symbols:

Teacher's Page

How the Face of Europe Has Changed in the 1990's

World

Overview:

This activity provides a structure for investigating and collecting information about some European countries.

Process:

Students work individually, in pairs or in collaborative groups to investigate European Countries using a CD-ROM encyclopedia. Students choose a search path and develop a report/project using that path and the accompanying worksheet. When students have completed their work, they retrace their search path in order to discuss and compare the quality of their results.

Research Path Options:

Type in the name of each country in ***Grolier MultiMedia Encyclopedia, Compton's MultiMedia Encyclopedia*** or ***Information Finder.***

- Use **Idea Search** to see a list of related topics.
- Locate countries on the world map.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

- Develop a class book or bulletin board about countries to include reports and pictures drawn by students.
- Create a paper/electronic database to collect and organize data about different countries.
- Present oral report using charts and illustrations.
- Use a word processing program to publish findings.
- Create a Hypercard/Linkway stack about countries.
- Use several worksheets in the World section to investigate and compare countries.

How the Face of Europe Has Changed in the 1990's			
Country	**USSR (formerly)**	**Poland**	**Yugoslavia**
Type of Government			
Leadership			
Economy			
People			
Other			

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Teacher's Page

Investigate How the U. S. S. R. Has Changed

World

Overview:

This activity provides a structure for investigating and collecting information about the former U. S. S. R.

Process:

Students work individually, in pairs or in collaborative groups to investigate the former U. S. S. R. using a CD-ROM encyclopedia. Students choose a search path and develop a report/project using that path and the accompanying worksheet. When students have completed their work, they retrace their search path in order to discuss and compare the quality of their results.

Research Path Options:

Type in the name of each country in ***Grolier MultiMedia Encyclopedia, Compton's MultiMedia Encyclopedia*** or ***Information Finder***.

- Use **Idea Search** to see a list of related topics.
- Locate countries the made up the former U. S. S. R. on the world map.

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

• Develop a class book or bulletin board about countries to include reports and pictures drawn by students.
•Create a paper/electronic database to collect and organize data about different countries.
•Present oral report using charts and illustrations.
•Use a word processing program to publish findings.
•Create a Hypercard/Linkway stack about countries.
•Use several worksheets in the "World" section to investigate and compare countries.

Investigate How the U. S. S. R. Has Changed?

Describe the government of the former U. S. S. R. at the beginning of 1990:	Who were the leaders of the USSR in 1990?
Define: Glasnost Perestroika	How were these leaders perceived outside of USSR?
Describe changes in 1990. Describe changes in 1992. Describe changes in 1993.	

Teacher's Page

Travelogue

The World

Overview:

This activity provides a structure for investigating and collecting information about a particular country.

Process:

Students could work individually, in pairs or in collaborative groups to collect information about countries from a CD-ROM encyclopedia. Students could choose one of the search paths suggested below based on their learning style, and use that path and the accompanying worksheet to develop a report. When students have completed their work, they could retrace their search path in order to discuss and compare the quality of the results.

Search Path Options:

Before selecting a search path in ***CMME***, students can see a pictorial overview by typing the name of the country in the **Picture Search** component of **Picture Explorer**.

They can then use one of the following paths:

- Use **Idea Search** to see the related topics.
- Use **Title Finder** to go directly to the article.

Suggestion: Use

- Notebook feature to collect, print, and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Have a travel and tourism event to share the travelogues.
•Use travelogues to create bulletin board.
•Create a travelogue video to advertise the important locations and events in this country.
•Publish a travel and tourism newsletter to report findings.
•Develop a class book of countries to include reports, charts, and pictures drawn by students.
•Create paper/electronic database to collect and organize data about the country.
•Create a Hypercard/Linkway stack about a country with digitized pictures.
•Create dialog for skit/video which depicts an important event in the country's history.
•Compare tourism opportunities with opportunities in another country.

Travelogue of _____, An International Tour

ONE HISTORICAL SITE Describe and illustrate one site. Present interesting facts.	ONE NATURAL PHENOMENON Describe what visitors will see. What is special about this place? Who would enjoy a visit here?	ONE FAMILY ENTERTAINMENT SITE What activities will each family member enjoy and why? What items will visitors need to take? Why would visitors want to come back?

Topic Page

United States

Grade 5

Competencies:

Computer Skills:

1.2 Identify computers as a tool for accessing information.
2.4 Describe the difference between a print database and a computer database.
2.2 Use a word processing program to edit a paragraph and save changes.
2.3 Use a word processing program to enter a paragraph into the computer and print it.

Communication Skills:

1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.
2.1 The learner will identify, collect, or select information and ideas.
2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.
3.1 The learner will assess the validity and accuracy of information and ideas.

Information Skills:

1.1 The learner will explore reading, listening, viewing sources and formats.
1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.
1.3 The learner will critique information sources and formats.
2.1 The learner will explore research processes that meet information needs.
2.2 The learner will engage in a research process to meet information needs.

Social Studies:

8.1 Identify the three levels of government in the United States and describe their legislative, executive, and judicial functions.
8.3 Describe how government in the United States, Canada, and Latin America select leaders and establish laws.

Overview:

These activities (**The States, The Fabulous Fifty, The Federal Government, Which States Produced the Most Presidents, U. S. Presidents, Intellectual Trivia, Which States Have the Most National Parks, Exploring for Information about U. S. Presidents, Famous Americans, The Civil War**) provide an opportunity to examine life in the United States past and present.

Materials List:

Grolier MultiMedia Encyclopedia, ***Compton's MultiMedia Encyclopedia***, and/or ***Information Finder***

print encyclopedia
word processing program
atlas
drawing paper
video equipment (optional)
Linkway (optional)
activity sheets
database software
magic markers
magazine pictures
timeliner
Hypercard (optional)
Desktop Publishing Software (optional)

Enrichment:

•Create a paper/electronic database of presidents.
•Develop timeline to highlight important events during a particular decade in American History.
•Use a timeline to document the development of the United States Constitution.
•Create dialog for a skit/video depicting an important event in U. S. History.
•Develop a newsletter that might have appeared in the South, West, or East in 1850.
•Create a display that depicts the Civil War era.
•Create a report that compares educational opportunities in different regions of America during the 1860's and 1960's.
•Create a travelogue for a particular state.
•Create a timeline to chronicle the important events of the Civil Rights Movement.
•Create a Hypercard/Linkway stack detailing the contributions of black Americans.

Teacher's Page

The States

United States

Overview:

This activity provides an organizer to help students investigate and collect data for a report about a particular state.

Process:

Students work individually, in pairs or collaborative groups to collect information about states from a CD-ROM encyclopedia. Students could choose one of the search paths suggested below based on their learning style, and use that path and the accompanying worksheet to develop a brochure. When students have completed their work, they could retrace their search path in order to discuss and compare the quality of the results.

Search Path Options:

Before selecting a search path in ***Compton's MultiMedia Encyclopedia***, students can see a pictorial overview by typing the name of the state in the **Picture Search** component of **Picture Explorer**.

They can then search one of these paths:

- Use **Idea Search** to see a list of related topics.
- Use **Title Finder** to go directly to the article.
    - Notebook feature to collect, print and save information.

An extension activity:

- Use **Researcher's Assistant.** Select the People and Places book. Choose "All about States", read the article and select one of the three assignments.

Follow-up:

•Create a bulletin board depicting facts about the state.
•Develop a class book of states to include reports and pictures drawn by students.
•Create a paper or electronic database to collect and organize data about states in a particular region of the United States.
•Create a Hypercard/Linkway stack about a state/regions with digitized pictures.
•Create dialog for a skit which depicts an important event in a state's history.
•Compare the tourism opportunities in one state to another state in the region.
•Identify individuals important to the history of the state.
•Develop a map depicting important geographic features to illustrate report data.

The States

Select a state and complete each box.
State Name:

Describe your state:

Size:

Population:

Capital:

Average Winter Temperature:

Average Summer Temperature:

Major Agricultural Crops:

Business and Industry:

Important People and Historical Facts:

Geographical Features:

Interesting Places:

Draw State Symbols:

Bird

Flower

Flag

Teacher's Page

The Fabulous Fifty

United States

Overview:

This activity provides an organizer to help students develop a brochure about opportunities for tourism in a particular state.

Process:

Students work individually, or in pairs to collect information about states from a CD-ROM encyclopedia. Students could choose one of the **search paths** suggested below based on their learning style, and use that path and the accompanying worksheet to develop a brochure.

The Fabulous Fifty is a 1991 North Carolina Computer Learning Month award winning activity submitted by Jean Camp and Sue Calabro from Bluford School in Guilford Public Schools.

Search Path Options:

Before selecting a **search path** in ***CMME*** students can see a pictorial overview by typing the name of the state in the **Picture Search** component of **Picture Explorer**.

They can then search one of these paths:

- Use **Idea Search** to see a list of related topics.
- Use **Title Finder** to go directly to the article.
    - Notebook feature to collect, print and save information.

An extension activity:

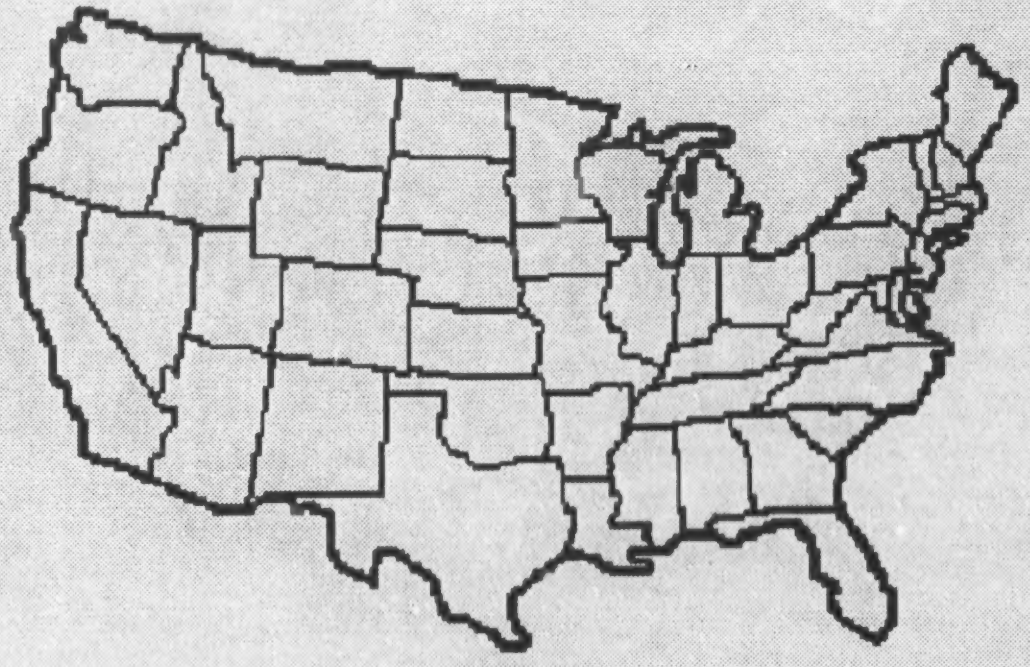
- Use **Researcher's Assistant**. Select the People and Places book, and choose "All about States". After reading the article choose one of the three topics.

Follow-up:

•Have a travel and tourism event to share travelogues.
•Use travelogues to create a bulletin board.
•Create a travelogue video to advertise the important locations and events in a state in a particular region of the United States.
•Publish a travel and tourism newsletter to report findings.
•Develop a class book of states to include reports and pictures drawn by students.
•Create a paper or electronic database to collect and organize data about states in a particular region of the United States.
•Create a Hypercard/Linkway stack about a state with digitized pictures.
•Create dialog for a skit which depicts an important event in a state's history.
•Compare the tourism opportunities in one state to another state in the region.

THE FABULOUS FIFTY

CREATE A TRAVEL BROCHURE FOR ONE OF THE FIFTY STATES



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The Fabulous Fifty

ONE HISTORICAL SITE
Illustrate and describe one site. Present interesting facts.

ONE NATURAL PHENOMENON
Illustrate and describe what visitors will see. What is special about this place? Who would enjoy a visit here?

ONE FAMILY ENTERTAINMENT SITE
Show activities that each family member might enjoy and explain why. Why would visitors want to come back?

Teacher's Page

The Federal Government

United States

Overview:

Three research teams work to explore information about the branches of the federal government (Executive, Judicial and Legislative).

Process:

Establish three research teams. Each is assigned a specific branch of the federal government to investigate. Using ***Compton's MultiMedia Encyclopedia***, ***Grolier MultiMedia Encyclopedia*** and/or ***Information Finder***, and other information resources, students work cooperatively with the members of their team to develop a report about the workings of a particular branch of government.

Search Path Options:

Three research teams work to explore for information about the federal government.

- Use the **Topic Tree** search path to locate information.
- Use Content feature to identify specific locations within the article.
- Use Notebook feature to collect, print and save information.

Follow-up:

The teams work together to:

•Create a bulletin board display identifying the responsibilities of each branch of government (each team works on their specific branch).

•Create graphic symbols/illustrations for each of the major functions of their branch of government.

•Present team findings in an oral/video presentation in the form of a press conference or television interview.

•Draw a cartoon detailing how a bill becomes law.

Branches of the U. S. Government

The Executive Branch

Use a CD-ROM encyclopedia to complete the chart.

Identify the members of the Executive Branch and describe the role of each:

Describe the powers given to the Executive Branch by the United States Constitution:

Branches of the U. S. Government

The Judicial Branch

Use a CD-ROM encyclopedia to complete the chart.

Identify the members of the Judicial Branch of the Federal Government and describe the role of each:

Describe the powers designated by the U. S. Constitution:

Branches of the U. S. Government

The Legislative Branch

Use a CD-ROM encyclopedia to complete the chart.

Senate

List and explain the powers designated by the U. S. Constitution:

House of Representatives

List and explain the powers designated by the U. S. Constitution:

Teacher's Page

Which States Produced the Most Presidents

United States

Overview:

Four research teams work to investigate information about a particular U. S. President. Each research team will use **U. S. History Timeline** in ***CMME*** to locate information.

Process:

Establish four research teams. Each team selects a specific year span on the **U. S. History Timeline** and researches birth place information for U. S. Presidents serving during that time span. Each team uses the **U. S. History Timeline,** as a beginning point for each search, and the worksheet to locate and record information about U. S. Presidents. After each team has completed their task, the information is compiled and recorded. Students then determine which states produced the most presidents.

Research Path Options:

Suggestion: Use

- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•Students can make oral reports on particular presidents whose birthplace is disputed.
•Write a journal article as a "childhood friend" of a president and describe his life as a young person.
•Create a skit/video about bringing to life in modern times one of the early presidents and have him react to specific events.

Which States Produced the Most Presidents?

Identify the birthplace of each United States President, label each birthplace state with the president's name and determine which states produced the most presidents. List the five states that produced the most United States Presidents:

Teacher's Page

U. S. Presidents

United States

Overview

U. S. Presidents provides an organizer for investigating the life and times of a U. S. President.

Process

Students collect information from a variety of resources including CD-ROM and print resources to carry on a detailed investigation into the life and times of a particular U. S. President and attempt to determine some of the critical influences that colored his life.

Search Path Options:

Use ***Grolier MultiMedia Encyclopedia***, ***Compton's MultiMedia Encyclopedia*** and/or ***Information Finder*** to collect data.

- Use the timeline to get an overview of events that framed the lifetime of the individual.
- Use Contents feature to locate information within the article.
- Use Notebook feature to take notes to print or save to disk.

Follow-up

•Create a collage of a president showing many facets of his life.
•Create a word processed/oral report detailing why he was an important president.
•Create a timeline of the significant events in this president's life.
•Create a skit/video depicting turning points in this president's life.
•Read one biography about the president and compare your impression of the person to the author's impression.
•Create entries in a journal explaining an important decision made by this president.
•Develop a Hypercard/Linkway stack of U. S. Presidents.

U. S. Presidents

I. Who

II. Early Life

III. Family

IV. Education

V. Career

VI. Political Party

VII. Major Influences

VIII. Describe the political climate during his term of office.

IX. Major historical events during tenure in office.

X. Major Accomplishments as President

XI. How do we remember his work today?

XII. How did he die?

Teacher's Page

Intellectual Trivia

United States

Overview:

Intellectual Trivia is a problem-solving activity dealing with locating information in CD-ROM encyclopedias and print resources to answer questions about the United States. The activity objective is to have students identify the most effective search strategies.

Process:

The Intellectual Trivia activity was developed by participants in the TeleLeaders Telecomputing Project, which was sponsored by Computer Services/Media and Technology 1991-1993. The specific questions used in this version came from ***Instructor Magazine***, February 1992.

This activity requires students to locate and collect information to answer specific questions and identify effective strategies for locating different kinds of information.

Search Path Options:

- Use **Topic Tree** to get overview of topic.
- Use **Idea Search** to see list of related topics.
- Use **U. S. History Timeline.**
- Use Title **Finder.**

In ***Compton's MultiMedia Encyclopedia***:

- Use Content feature to locate specific information.
- Use Notebook feature to collect, print and save information.
- Use Icons to access charts and pictures.

Retrace the **Search Path** and document how information was located. Try to determine the most effected strategies for locating specific types of information.

Follow-up:

•Choose one interesting topic or fact and create a skit to illustrate or dramatize its significance.
•Create a trivia bulletin board.
•Create flashcards with the most interesting facts.
•Have teams of students develop a new set of questions to challenge classmates or students in a distant audience via telecommunications.
•Create a game about the United States, World War II, or U. S. Presidents.

Intellectual Trivia: WHICH PRESIDENT WAS THE FIRST TO...

Use a telephone in the White House? _____

Make a radio broadcast? _____

Use the first gas lights in the White House? _____

Use the first electric lights in the White House? _____

Use the swimming pool in the White House? _____

Make a call to the moon? _____

BEFORE AND AFTER

Select one or more of the events listed above.

1. Describe how things were done before the new technology was discovered.

2. Describe how things changed with the use of the discovery.

Specific questions for this activity came from ***Instructor Magazine*, February 1992.**

Teacher's Page

Which States Have the Most National Parks?

United States

Overview:

This activity provides structure for exploring and investigating National Parks in the United States.

Process:

Divide the class into four teams, for each team to explore one region of the United States (e.g., northeast, southeast, northwest, southwest). The teams will use a CD-ROM encyclopedia to collect information about National Parks in their assigned region and the activity sheet to record the data. Once teams have collected data for their region, the teams share and combine all data. From the data collected, students determine which five states have the most National Parks and which parks have the largest number of visitors.

Search Path Options:

In ***Compton's MultiMedia Encyclopedia, Grolier MultiMedia Encyclopedia*** and/or ***Information Finder.***

- Use Content feature to locate specific information.
- Use Notebook feature to collect, print and save information.
- Use Icons to access charts and pictures

Follow-up:

•Create a paper/electronic database of national monuments in the United States.
•Create a travelogue of national parks for a particular state or region.
•Create a HyperCard/Linkway stack of historical sites in a state or region.
•Develop a report about the National Parks Service.
•Create a report about the development of national parks in the United States.

Which States Have the Most National Parks?

Determine the number of national parks in each state and in the spaces provided name the five states with the most national parks. To Follow-up: Identify most frequently visited national parks and label them on this map. Write a report about one national park.

Teacher's Page

Exploring for Information about U. S. Presidents

United States

Overview:

In this activity, four research teams work to investigate information about a particular U. S. President. Each research team will use a particular search path in ***CMME*** to locate information.

Process:

Establish four research teams. Each team selects a president and is assigned a specific search path in ***CMME*** (**Idea Search**, **Title Finder**, **Topic Tree**, or **Atlas**). Students work cooperatively with the members of their team to explore for information about their president.

Search Path Options:

Four research teams work to explore for information about a president. Each research team will use a particular search path to locate information.

Suggestion: Use

- Retrace Search Path feature to review progress.
- Notebook feature to collect, print and save information.
- Content feature to locate specific information from the article outline.

Follow-up:

•After each of the research teams has presented their findings about the president, the team identifies the strengths and weaknesses of the particular search path they used.
•Teams could also compare information obtained from various CD-ROM encyclopedias.
•Each team could provide a list of other relevant sources of information.

Exploring for Information about U. S. Presidents

(a Collaborative Activity)

Establish <u>four</u> research teams. Each team is assigned a specific Search Path on Compton's MultiMedia Encyclopedia (*Idea Search, Title Finder, Topic Tree or Atlas*). Students work cooperatively with the members of their team to explore for information about U. S. Presidents.

TEAM ASSIGNMENT IS:

- **to explore their designated Search Path and collect information about U. S. Presidents.**
- **to be able to explain and retrace the most successful path for gathering information about U. S. Presidents in their assigned Search Path.**
- **to present the findings of the team on U. S. Presidents to the class.**
  Follow-up Activity: Class discussion comparing the quality of information found in each Search Path.

Retrace Search Path below:

Teacher's Page

Famous Americans

United States

Overview

Famous Americans is an activity which allows a student to identify people who have had an impact on the history of the United States and determine some of the events and people who influenced their lives.

Process

Students collect information from a variety of resources including CD-ROM and print resources to carry on a detailed investigation into the life and times of important people and attempt to determine some of the critical influences that colored the person's life.

Search Path Options:

Use ***Grolier MultiMedia Encyclopedia***, ***Compton's MultiMedia Encyclopedia*** and/or ***Information Finder*** to collect data.

- Use the timeline to get an overview of events that framed the lifetime of the individual.
- Use Contents feature to locate information within the article.
- Use Notebook feature to take notes to print or save to disk.

Follow-up

•Create a collage of the person showing many facets of the person's life.
•Create a word processed/oral report detailing why this person was important.
•Create a timeline of the significant events in this person's life.
•Create a skit/video depicting turning points in the individual's life.
•Read one biography about the person and compare your impression of the person to the author's impression.
•Create entries in a journal explaining an important decision the famous American made.
•Develop a HyperCard/Linkway stack of famous Americans.

Famous Americans

I. Who

II. Early Life

III. Family

IV. Education

V. Career

VI. Major Influences

VII. Describe the times he/she grew up in.

VIII. Timeline of major events in person's life.

IX. Major Accomplishments

X. How do we remember his/her work today?

XI. How did he/she die?

Teacher's Page

The Civil War

United States

Overview:

This activity provides students an opportunity to trace the location of major events and battles of the Civil War.

Process:

Students working in pairs use ***Compton's MultiMedia Encyclopedia***, or ***Grolier MultiMedia Encyclopedia*** to locate sites where specific events occurred.

Search Path Options:

They can then use one of the following paths:

- Use **Idea Search** to locate the event to see related articles.
- Use **Title Finder** to locate events.

Record the listing of related topics using the notebook feature.
Pay particular attention to the **See Also Icon**.
Explore and examine all the possibilities.

Suggestion: Use

- Content feature to locate specific information from the article outline.
- Notebook feature to collect, print and save information.

Follow-up:

•Create a skit/video to dramatize an event.
•Create a Hypercard/Linkway stack of important events with illustrations.
•Create a paper/electronic database of Civil War events including (e.g., location, date, event, key people, outcome).
•Create a timeline of important events for Union forces and one for Confederate forces.
•As a war correspondent, write an account for a newspaper of one important event.
•As a soldier, write a letter home to the family describing one important event and describe how you felt as a soldier.